

Quelques notes du Webinaire: CEFR 101/ Some Notes from Webinar : CEFR 101

Ces notes ne représentent que quelques exemples de réflexions et de réponses des participants au cours des activités # 2,3. Ils se veulent un outil pour vous aider à présenter cet atelier à d'autres enseignants de FLS. Vos participants sont en mesure de donner diverses réponses en fonction de leur contexte et de leur expérience.

These notes represent a few examples of the reflections and responses from the participants during activities #2,3. They are intended as a resource to help you facilitate this workshop with other FSL teachers. Your participants may give different answers depending on their context and experiences.

Activité/Activity #2 – DELF

What are your questions regarding running a DELF Session?

How do I register for my DELF session?

Is there a minimum number of students that are needed to run? A maximum number of students allowed?

What is the ratio of “correcteur” to student should you have to run the DELF?

Qui décide le niveau pour lequel l'étudiant sera évalué

How do students find out about the DELF?

Do “correcteurs” have to have completed the DELF themselves?

Est-ce que l'on peut évaluer un élève que l'on a déjà enseigné dans le passé?

If you have been part of the process, what resources might support the DELF?

Descriptors

« Formateurs » who can guide the process

Site DELF-DELF for examples of productions

The guide that was made available in previous years was useful...provides templates and timeless for boards to use

Running sessions for the secondary teachers, so that they can ask questions about the DELF.

Les échantillons de productions orales et productions écrites sur le site « Transforming FSL »

Activité #3 – Continuum of Implementation/continuum d'implémentation

How might you use the continuum to inform professional learning?

On peut partager le continuum avec nos enseignants et leur demander de choisir leurs propres buts dans leurs salles de classe et de les revisiter durant l'année.

As a tool to promote reflection amongst FSL teachers. Also, by structuring professional learning around the components of the continuum.

Support for FSL leads in determining professional learning needs

Using the continuum is another way of familiarizing teachers with the CEFR and its practices.

How might you use the continuum to implement your three-year FSL plan?

Starting small and slowly moving across the continuum through all of the French programs that are offered

Monitor the change in our FSL practices

« points de repères » pour les directeurs

The continuum can also serve as a tool to help teachers understand the plan goals and build specific strategies to work towards the goals.

Based on the results of data gathering, we look to see where we land on the continuum and decide on direction for the three-year plan.

